

Study The Impact of Bologna Process on The Learning Proficiency of Students at ImamJa`afarAlsadiq University

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ABSTRACT

The current research aims to study if the Bologna process increasing the learning proficiency according to the opinion of students of the Technical College at Imam Ja'farAlsadiq University (Ijsu) - Baghdad - Iraq, the research sample consisted of (109) male and female students from the Department of Communications Technology Engineering, and a questionnaire was prepared for that consisted of one question, and the indicators of their validity and stability were verified, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process increases the students' learning proficiency.

KEYWORDS- Bologna process, Imam Ja'afarAlsadiq University, Technical Colledge, SPSS

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I. INTRODUCTION

1.1 The nature of the problem

What are the point views of the first-stage students of the Department of Communications Technology Engineering at the Technical College at Imam Ja'farAlsadiq University (pbuh) on the the Bologna Process increasing the students' learning proficiency?

1.2 Previous work

There are more a lot of previous works about the students' views on Bologna Process, some of them are :

1. Abdaljalil M. Hamad^[1], studied if the Bologna process helps to complete teaching activities faster than the traditional method according to the opinions of students of the Technical College at Imam Ja'farAlsadiq University (Ijsu) - Baghdad - Iraq, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process helps students to complete teaching activities faster than the traditional method.

2. Abdaljalil M. Hamad^[2], studied if the Bologna process is useful in education according to the opinions of students of the Technical College at Imam Ja'farAlsadiq University (Ijsu) - Baghdad - Iraq, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process is useful in education for students.

3. Diana Liepa. Inta Ratniece^[3], have an opinion that studied the proficiency. All citizens of European Union countries require foreign language skills, because these skills provide citizens with the opportunity to make use of the free movement to work or to study at one of the EU member states and as such they stimulate the development of a European labour market. As an EU member state, Latvia participates in this process. Improvements should be achieved in teacher education by implementing innovations in the study process

4. Gabriel Pinto^[4], studied the Bologna Process and Its Impact on University-Level Chemical Education in Europe, the Bologna Process emphasizes students' learning outcomes and modern pedagogical methodologies, including active learning. Basic implications in the European system for chemistry education are summarized, including information about a framework bachelors degree program in chemistry called the European Eurobachelor, which is intended to set a standard for chemistry higher education.

5. David Palfreyman^[5], studied The legal impact of Bologna implementation: exploring criticisms and critiques of the Bologna process, It is arguable that the Bologna Process is part of the generally over-bureaucratic and very costly context of European Union (EU) continent-wide activity, except one that (perhaps depressingly) involves a much larger range of nations than those which are formally members of the EU.

6. Shawn Collins, & Ian Hewer^[6], studied the impact of the Bologna process on nursing higher education in Europe, Using the described search terms and inclusion criteria, 194 peer-reviewed relevant documents were identified by literature search as well as one peer-reviewed presentation and one book. After abstract evaluation,

81 were included in an integrative review and the most relevant documents were identified and included in this article after a hand search ($n = 28$)

7. Martin Solly^[7], studied the implementing Bologna process in Italy, he used a case study methodology to exemplify how it privileges the achievement of domain-specific academic literacy. Then presented examples what can be considered good practice, enabling students to understand how and why language is used in specific discourse communities and then to apply their understanding proactively.

8. Peter Herson^[8], proved that the higher education in the whole health care sector may benefit from the Bologna objectives leading to a more permeable, comparable, and compatible medical education system across Europe.

9. Amelia Veiga & Alberto Amaral^[9], explained that reports from European level show Portugal to be performing well within the Bologna setting still, they also cast Portugal as a villain when it comes to a Bologna related matter within the Lisbon agenda. At the present juncture, to reach hard and fast conclusions about implementing Bologna in Portugal would be precipitate and premature.

10. Peter J. Mitchell, & Ludmila A. Mitchell^[10], examined the nature of the Bologna Process reforms and their impact on language education in Russian higher education institutions. An analysis is made of the reforms in terms of structural impact, comparing the likely advantages and disadvantages of such a system for Russia. Conclusions are made on how best the Bologna Reforms might be implemented in order to enhance, rather than harm, language education in Russian HEIs.

1.3 Purpose and the contribution

The researcher in the current research aims to identify the consideration of students of the first stage in the Department of Communication Technology Engineering about the Bologna Process increasing the students' learning proficiency, in university education, as the first experience in Iraq, and this research will contribute to promoting the use of this process or not in the future.

II. THEORITICAL PART

2.1 Bologna Path

Imam Ja'far Al-Sadiq University (IJSU) is a public university in Iraq that has started implementing the Bologna Process in 2023. On June 19, 1999, educational ministers from 29 different European nations signed an agreement in the Italian city of Bologna that would become known as the Bologna process.^[10] The process seeks to promote a higher education system in Europe that is both internationally competitive and globally appealing.

2.2 Methodology

In this study, a questionnaire was used. It had only one question, it was "Does the Bologna Process increase students' learning proficiency?". This question was taken from some questionnaires ordinary used to test the activities of any university education process.

2.3. Participants of the Study

109 students of both genders (male and female) in communications technical engineering department of technical college in Imam Ja'far Al-Sadiq University involved in the study during the academic year 2023-2024. All the participants were engaged in Bologna process; and consented to respond to the question in the study.

2.4 Data Collection and Data Analysis

A survey was used to gather the necessary information. Data were examined using a 5-point Likert scale (I do not agree at all, I do not agree, unaligned, I agree, I completely agree) that was derived from the researcher-created scale.

2.5 SPSS computer Program

The IBM® SPSS® software platform offers advanced statistical analysis, a vast library of machine learning algorithms, text analysis, open-source extensibility, integration with big data and seamless deployment into applications. Its ease of use, flexibility and scalability make SPSS accessible to users of all skill levels. What's more, it's suitable for projects of all sizes and levels of complexity, and can help you find new opportunities, improve efficiency and minimize risk^[11]

III. PRACTICAL PART

A questionnaire was prepared in the previously mentioned way, and it was distributed to the students of the first stage in the Department of Communications Technology Engineering, and after filling it out by them, it was entered into the SPSS program for statistical analysis, according to the following steps:

1. The SPSS computer program is executed.
2. Press File, then New, then Data, then Save, and the results file is named result.pdf
3. Select Variable view and the required information is filled in the name field. Let the name is "Q".
4. In the label list, the question is written.
5. From the value menu, click on value labels and write the 1st option (1. I do not agree at all). Then click add.
6. Then click on Repeat for the rest of the choices (2. I do not agree), (3.unaligned), (4. I agree) and (5. I completely agree). Then click OK.
7. Click Variable view , and write the selection number of all participants (109).
8. Click on the question, select the question, click on the arrow to transfer the question to the other side, click statistics.
9. Point the options, then continue
10. Click charts , then point the histograms, then show normal curve on histograms, then continue
11. Choose analyze, then descriptive statistics, then explore
12. Choose number, then click on the arrow to transfer the number to the dependent list, then choose the question, then click the 2nd arrow to transfer the question to the factor list, then click statistics, the explore interface will occur.
13. Point all options, then continue
14. Return to explore list, choose plots, another interface will occur , select some options, then continue, then OK.
15. All results will occur.

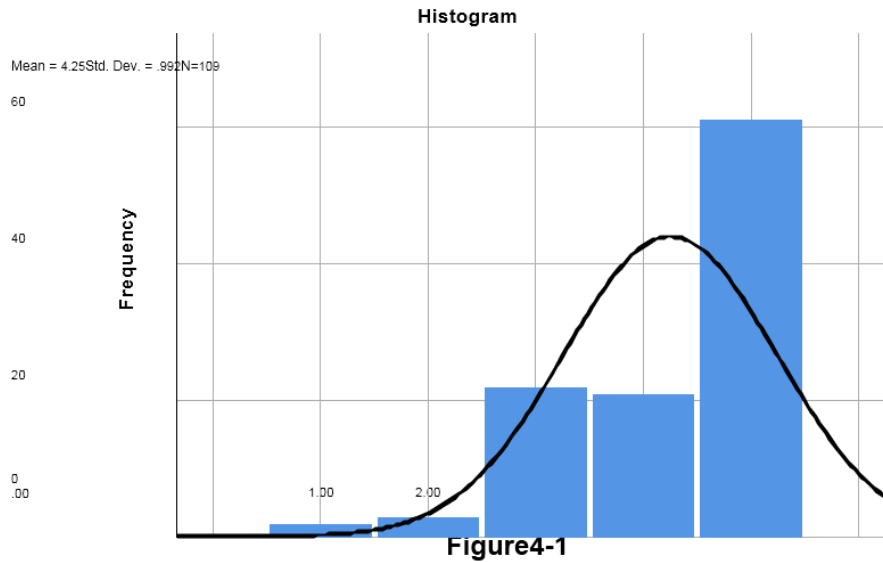
IV. RESULTS

Frequencies

Table4-1
Statistics

N		Valid	109
Mean		Miccing	0
Std. Error of Mean		.09503	
Median		5.0000	
Mode		5.00	Valid
Std. Deviation		.99215	
Variance		.984	
Range		4.00	
Minimum		1.00	
Maximum		5.00	
		463.00	
		3.5000	
		5.0000	

Using the Bologna track increases my learning proficiency							
	Frequency	Percent	Valid Percent	Cumulative Percent			
Idon'tagreeat all	2	1.8	1.8	1.8			
Idon'tagree	3	2.8	2.8	4.6			
unaligned	22	20.2	20.2	24.8			
Iagree	21	19.3	19.3	44.0			
Icompletelyagree	61	56.0	56.0	100.0			
Total	109	100.0	100.0				



Explore

Using the Bologna track increases my learning proficiency

Table (4-2)

		Case Processing Summary					
		Cases					
Using the Bologna track increases my learning proficiency		Valid	Missing		Total N		
number	Idon't agree at all	N	Percent	N	Percent		
	Idon't agree at all	2	100.0%	0	0.0%	2	
	Idon't agree	3	100.0%	0	0.0%	3	
	Unaligned	22	100.0%	0	0.0%	22	
	I agree	21	100.0%	0	0.0%	21	
	I completely agree	61	100.0%	0	0.0%	61	

Table (4-3)
Case Processing Summary

Using the Bologna track increases my learning Proficiency		Percent
Number	Idon't agree at all	100.0%
	Idon't agree	100.0%
	unaligned	100.0%
	I agree	100.0%
	I completely agree	100.0%

Table (4-4)

Descriptives

UsingtheBolognatrackincreasesmylearningproficiency		Statistic	Std. Error		
number	Idon'tagreeat all	Mean	42.0000	40.00000	
		95%ConfidenceIntervalforLower Bound	-466.2482		
		Mean	UpperBound	550.2482	
		5%TrimmedMean	.		
		Median	42.0000		
		Variance	3200.000		
		Std.Deviation	56.56854		
		Minimum	2.00		
		Maximum	82.00		
		Range	80.00		
		InterquartileRange	.		
		Skewness	.	.	
		Kurtosis	.	.	
		Idon'tagree		Mean	37.0000
95%ConfidenceIntervalforLower Bound	-36.3978				
Mean	UpperBound			110.3978	
5%TrimmedMean	.				
Median	28.0000				
Variance	873.000				
Std.Deviation	29.54657				
Minimum	13.00				
Maximum	70.00				
Range	57.00				
InterquartileRange	.				
Skewness	1.244			1.225	
Kurtosis	.			.	
unaligned				Mean	70.9545
		95%ConfidenceIntervalforLower Bound	59.4232		
		Mean	UpperBound	82.4859	
		5%TrimmedMean	71.7222		
		Median	74.5000		
		Variance	676.426		
		Std.Deviation	26.00820		
		Minimum	26.00		
		Maximum	102.00		

Table (4-5)
Descriptives

UsingtheBolognatrackincreasesmylearningproficiency		Statistic	Std.Error	
Iagree	Range	76.00		
	InterquartileRange	47.75		
	Skewness	-.366	.491	
	Kurtosis	-1.323	.953	
	Mean	57.9524	6.15764	
	95%ConfidenceIntervalforLower Bound	45.1078		
	Mean	UpperBound	70.7970	
	5%TrimmedMean	58.2196		
	Median	63.0000		
	Variance	796.248		
	Std.Deviation	28.21786		
	Minimum	7.00		
	Maximum	104.00		
	Range	97.00		
	InterquartileRange	48.00		
	Skewness	-.241	.501	
Kurtosis	-.891	.972		
Icompletelyagree	Mean	49.5082	4.17694	
	95%ConfidenceIntervalforLower Bound	41.1531		
	Mean	UpperBound	57.8633	
	5%TrimmedMean	48.8607		
	Median	45.0000		
	Variance	1064.254		
	Std.Deviation	32.62291		
	Minimum	1.00		
	Maximum	109.00		
	Range	108.00		
	InterquartileRange	56.50		
	Skewness	.289	.306	
	Kurtosis	-1.110	.604	

Table (4-6)
M-Estimators

Using the Bologna track increases my learning proficiency	Huber's M-Estimator ^a	Tukey's Biweight ^b	Hampel's M-Estimator ^c	Andrews' Wave ^d
number				
Idon't agree at all	42.0000	42.0000	42.0000	42.0000
Idon't agree	30.5225	30.9097	33.2298	30.9859
unaligned	72.8453	72.2859	71.5826	72.2847
I agree	59.7494	59.6769	58.9259	59.6629
I completely agree	47.3080	47.8739	48.3424	47.8809

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

numberHist

ograms

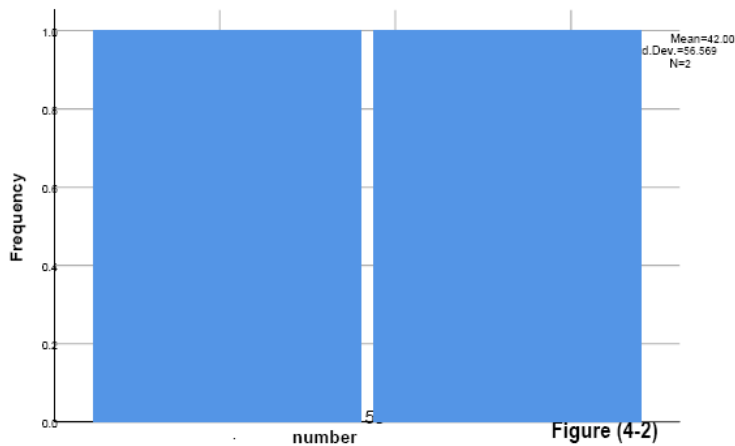
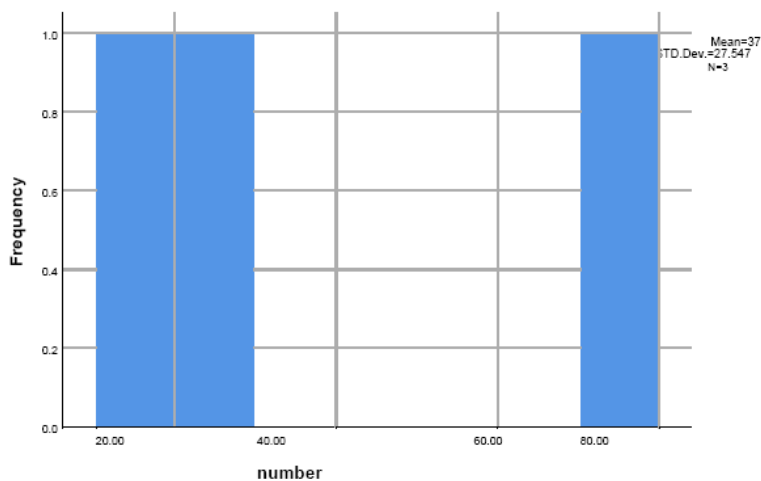
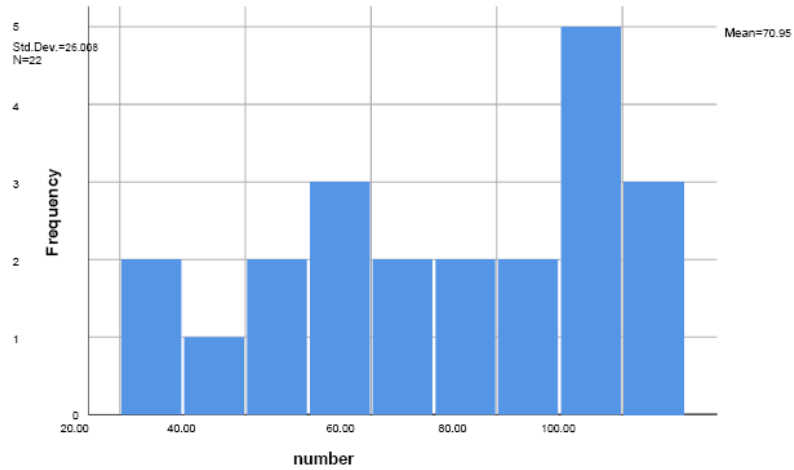


Figure (4-2)
Histogram for Q3=Idon't agree at all

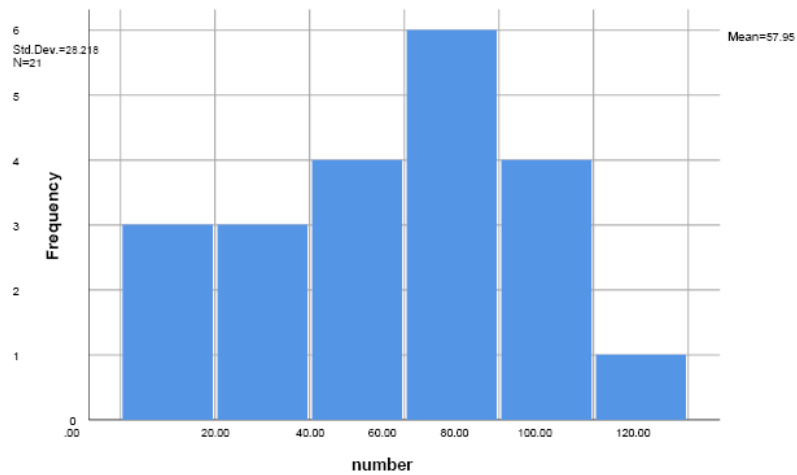
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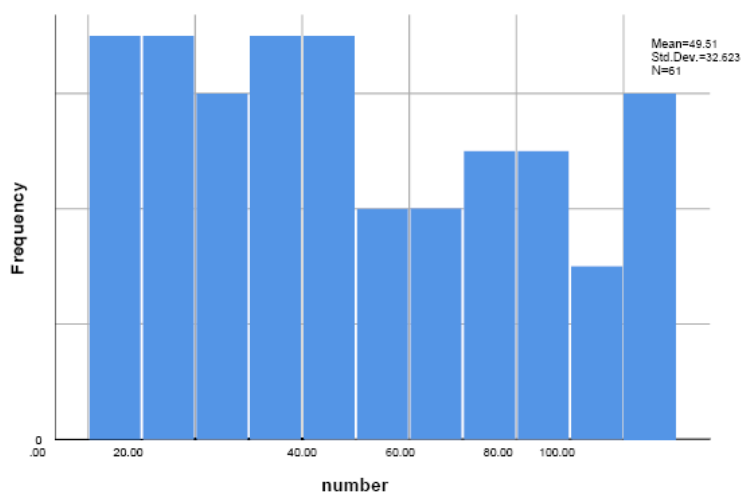
Figure(4-3)
Histogram for Q=Idon't agree



e. Figure (4-4) Histogram for Q=unaligned



f. Figure (4-5) Histogram for Q=agree



g. Figure(4-6) Histogram for Q=Icompletelyagree

Stem-and-Leaf Plots

numberStem-and-LeafPlotforQ3=

Ido n`tagreeatallFrequency
Stem&Leaf

1.00 0.0
1.00 0.8

Stemwidth: 100.00
Eachleaf: 1case(s)

numberStem-and-LeafPlotforQ3=

Idon`t agree

Frequency Stem&Leaf

2.00 0.12
1.00 0.7

Stemwidth: 100.00
Eachleaf: 1case(s)

numberStem-and-LeafPlotforQ3=

unaligned

Frequency Stem&Leaf

2.00 2.68
1.00 3.3
2.00 4.34
3.00 5.025

2.00 6.18
2.00 7.27
2.00 8.49
5.00 9.04679
3.00 10.012
Stemwidth: 10.00
Eachleaf: 1case(s)

numberStem-and-LeafPlotforQ3= Iagree

Frequency Stem&Leaf

7.00 0.0112334
13.00 0.5556666778899
1.00 1.0

Stemwidth: 100.00
Eachleaf: 1case(s)

numberStem-and-LeafPlotforQ3=
Icompletely agree

Frequency	Stem & Leaf
14.00	0 . 000000011111111
13.00	0 . 2222223333333
11.00	0 . 44444445555
9.00	0 . 666677777
8.00	0 . 88888999
6.00	1 . 000000

Stemwidth: 100.00
Eachleaf: 1case(s)

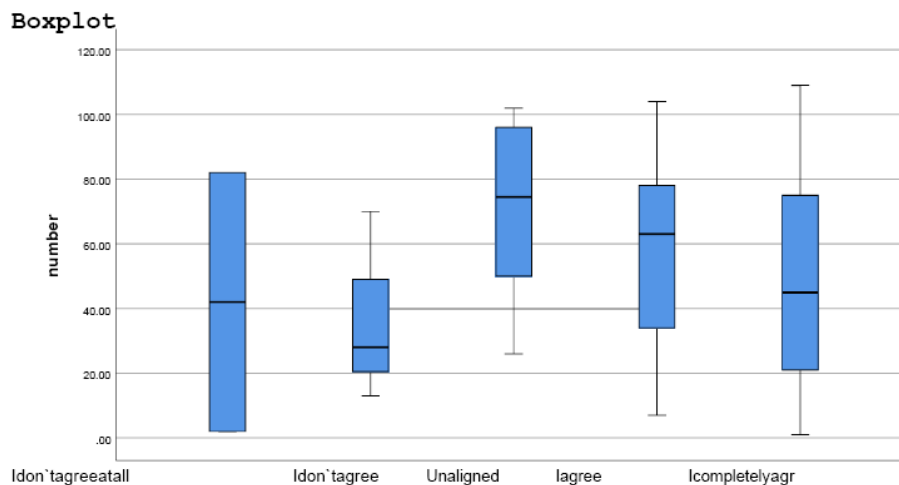


Figure (4-7)
Histogram
For All
Options

5. CONCLUSION

Table (4-1) shows that most of students who are completely agree that the Bologna Process increases the learning proficiency of the students, more than (56%), which is very high.

Table (4-4) shows that the completely agree choice got the lowest mean statistics value with the lowest score of standard error of 4.17694.

In the M-estimator field, the completely agree selection received a middle value (47.368) on Huber's scale with comparative with other scales (Tukey's, Hampel's, Andrews wave).

In the same way, the remaining tables and curves confirm that the choice of completely agree with Bologna Process increases students learning proficiency, and it is the preferred choice of most first-year students in the Department of Communications Technology Engineering at the Technical College at Imam Ja'far Al-Sadiq University.

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